


Daily Writing / ELA Block - Grade 6		60 Minute Uninterrupted Instructional Block	
Foci: <b>Writing, Speaking, Listening, and Using Language</b> 		<b>Assessment Evidence</b>	<b>Aligned Resources</b>
<b>Common Core Standards for English Language Arts</b> The standards listed here focus on what is essential but do not describe all that can or should be taught.			
<p><b><u>Writing Standards</u></b></p> <p>By the end of grade 6 students will:</p> <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to</p>		<ul style="list-style-type: none"><li>• Diagnostic Entrance Paper</li><li>• Descriptive Writing</li><li>• Narrative Writing</li><li>• Expository Writing</li><li>• Persuasive Writing</li><li>• Timed, On-Demand Writing</li><li>• Creative Writing</li><li>• Real-world, Business Writing, including memos</li><li>• Thank you letters</li><li>• Individual Contribution (on a subtopic) to Group Research Paper (same topic) using primary and secondary sources</li><li>• Exit Paper</li></ul> <p>Common assessment tools:</p> <ul style="list-style-type: none"><li>• MPS Writing Rubrics</li><li>• MPS Research Rubrics</li></ul>	<ul style="list-style-type: none"><li>• Models of writing from a variety of topics, authors, and genres, including fiction and nonfiction (mentor texts)</li><li>• Writing tools (including digital tools)</li><li>• Equipment/tools for modeling and sharing writing</li><li>• Writing process</li><li>• Writing strategies based on best practices in writing</li><li>• Elements of curriculum alignment</li><li>• Writing supplies</li><li>• Word walls and other resources such as dictionaries and thesauruses</li><li>• District-adopted rubrics</li><li>• Technology</li><li>• Visuals and other media</li><li>• Discovery Education <i>Streaming</i></li><li>• Vocabulary A-Z</li><li>• MY Access!</li><li>• Anchor papers and writing exemplars</li><li>• MPS Writing Guides</li><li>• MPS Portal Resources</li></ul>

<p>convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Production and Distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)</p> <p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p><b>Range of Writing</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p style="text-align: center;"><b><u>Speaking and Listening Standards</u></b> By the end of grade 6, students will:</p> <p><b>Comprehension and Collaboration:</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared; having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>Other assessment evidence:</b></p> <ul style="list-style-type: none"> <li>• Student questions</li> <li>• Student comments</li> <li>• Illustrations and other visuals</li> <li>• Observations during whole group, small group, and conferences</li> <li>• Short-cycle assessments</li> <li>• On-demand writing</li> <li>• Peer feedback (written and oral)</li> <li>• Presentations</li> <li>• Multi-media evidence</li> <li>• Traditional and online publishing in various forms</li> <li>• Content in Writers’ Notebooks</li> <li>• Contents of Portfolios (both process and showcase)</li> <li>• Progress/Learning logs</li> <li>• Student self-assessment</li> <li>• Student self-reflection</li> <li>• Student goals</li> </ul> <p><b>Speaking, Listening, and Media</b></p> <ul style="list-style-type: none"> <li>• Oral Presentations</li> <li>• Persuasive Oral Presentation</li> <li>• Summaries</li> <li>• Record of note-taking</li> <li>• Discussions</li> <li>• Design and Creation of Media Product (Presentation or Tangible Artifact)</li> <li>• Oral Rubrics</li> <li>• Listening Rubrics</li> <li>• Discussion Rubrics</li> <li>• Media Rubrics</li> <li>• Technology Rubrics</li> <li>• Research Conventions Rubrics</li> </ul>	<p><b>Write Source (student edition)</b></p> <p>Writing Process pp. 5-28          Traits of Writing pp. 12-44          Descriptive Writing pp. 71-91, 554          Narrative Writing pp. 93-155, 555          Expository Writing pp. 157-217, 554          Persuasive Writing pp. 219-281, 555          Business Letter pp. 274-277, 577          Memos p. 576          Proposals p. 576          Response to Literature pp. 283-341, 555          Story Writing pp. 343-352          Research Writing pp. 363-410, 555          Research Skills pp. 363-376          Creative Writing pp. 343-353          Summary Paragraph pp. 377          Thank you Notes pp. 90-91          Publishing on the Internet pp. 64, 193, 317, 405          Using the Internet p. 366          Avoiding Plagiarism p. 390</p> <p><b>iSeek! <a href="http://www.myaccess.com">www.myaccess.com</a></b></p> <p><b>Strategies and Approaches</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicit Modeling (Roehler and Duffy, 1991)</li> <li><input type="checkbox"/> Implicit Modeling (Roehler and Duffy, 1991)</li> <li><input type="checkbox"/> Read Aloud (Allen, 2000)</li> <li><input type="checkbox"/> Think Aloud (Clark, 1984; Meichenbaum, 1985)</li> <li><input type="checkbox"/> Looping (Elbow, 1998)</li> <li><input type="checkbox"/> Think, Pair, Share (Lyman, 1981)</li> <li><input type="checkbox"/> Think, Ink, Pair, Share (Billmeyer, 2003)</li> </ul> <p><b>MY Access! <a href="http://www.myaccess.com">www.myaccess.com</a></b></p> <p><b>Write Source (student edition)</b></p> <p>Speaking and Listening pp. 417-422          Notes pp.441-448</p>
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<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p style="text-align: center;"><b><u>Language Standards</u></b></p> <p style="text-align: center;">By the end of grade 6, students will:</p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (<i>subjective, objective, and possessive</i>).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p><b>Knowledge of Language</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>Language:</b></p> <p>Accurate use of conventions in writing and speaking</p> <ul style="list-style-type: none"> <li>MPS Writing Rubrics – Conventions</li> </ul> <p><b>Language:</b></p> <p>Appropriate use of on-level vocabulary</p> <ul style="list-style-type: none"> <li>MPS Language Rubrics</li> </ul>	<p>Media Sources p. 376</p> <p>Multimedia Presentations pp. 411-415</p> <p>Participating in a Group pp. 420-421</p> <p>Oral Presentation pp. 423-430</p> <p>Speech Skills pp. 423-430</p> <p><b>Strategies and Approaches</b></p> <p><input type="checkbox"/> Collaborative Learning (Johnson and Johnson, 1999)</p> <p><input type="checkbox"/> Reciprocal Teaching (Palincsar, 1994)</p> <p><input type="checkbox"/> Discussion Webs (Alvermann, 1991)</p> <p><input type="checkbox"/> Reflection Journal (Zemelman, Daniels, and Hyde; 1993)</p> <p><input type="checkbox"/> Double-entry Journals (Tompkins, 2010)</p> <p><input type="checkbox"/> <b>Differentiation for Students Who Need Additional Practice</b> (use Extra Support in Write Source)</p> <p><input type="checkbox"/> <b>Differentiation for Students Who Are Advanced in This Skill</b> (use Challenge resources in Write Source)</p> <p><b>Write Source (student edition)</b></p> <p>Conventions p. 12, 22-23, 44</p> <p>Editing checklist pp. 44, 128, 192, 254, 316, 404</p> <p>Pronouns pp. 474-479, 706-714</p> <p>Capitalization pp. 618-626</p> <p>Commas pp. 582-590</p> <p>Parentheses p. 612.4</p> <p>Dashes p. 612</p> <p>Nonrestrictive phrases/clauses p. 584.1</p> <p>Sentences variety pp. 122-123. 248-249. 311. 511-522</p> <p>Sentences of Patterns p. 570</p> <p>Connotation pp. 485, 560</p> <p>Parts of speech pp. 469-498, 702-748</p>
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<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p>Vocabulary building techniques p. 562</p> <p>Vocabulary in context pp. 564-569</p> <p>Prefixes, suffixes, roots pp. 564-569</p> <p>Personification pp. 360, 559</p> <p>Spelling pp. 642, 645-651</p> <p>Connotations pp. 485, 560</p> <p>Denotations p. 560</p> <p>Dictionary use pp. 374-375</p> <p>Figures of speech p. 560</p> <p><b>Write Source Skills Book</b></p> <p><b>Assessment Book</b></p> <p><b>Write Source Interactive Writing Skills CD-Rom</b></p> <p><b>Daily Language Workouts</b></p> <p><b>Great Source online resources:</b>  <a href="http://www.greatsource.com/iwrite/index.html">http://www.greatsource.com/iwrite/index.html</a></p> <p><input type="checkbox"/> MPS Vocabulary List for Grade Six – English language arts</p> <p><b>Strategies and Approaches</b></p> <p><input type="checkbox"/> Marzano - Six Step Process (2004)</p> <p><input type="checkbox"/> Frayer Model (Frayer, Frederick, and Kausmeither, 1969; Buehl, 2001)</p> <p><input type="checkbox"/> Talk Aloud (Baumann and Schmitt, 1986)</p> <p><input type="checkbox"/> Word Learning Strategies (Graves, 2006):</p> <ul style="list-style-type: none"> <li>• Use Context Clues</li> <li>• Analyze Word Parts</li> <li>• Check a Dictionary</li> </ul> <p><input type="checkbox"/> Word Consciousness (Scott and Nagy, 2004)</p> <p><input type="checkbox"/> Word Study (Allen, 2007):</p> <ul style="list-style-type: none"> <li>• Word Posters</li> <li>• Word Maps</li> <li>• Possible Sentences</li> <li>• Dramatizing Words</li> <li>• Word Sorts</li> <li>• Word Chains</li> <li>• Semantic Feature Analysis</li> </ul>
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<p align="center"><b>Block Structure and Instructional Methods</b></p> <p align="center"><b><u>Instructional Groupings:</u></b></p> <p align="center"><b>Whole Group:</b> Strategic, Explicit Instruction</p> <p align="center"><b>Small Group:</b> Teacher-Guided Instruction, Literacy Work Stations, and Integrated Literacy Work Stations – Application and Practice</p> <p align="center"><b>Whole Group:</b> Sharing and Wrap Up</p>	<p align="center"><b>Universal Approaches, Modes, Skills, and Strategies</b></p>
<p><b><u>Introduction (5 minutes)</u></b></p> <p><b>Goal = Connect</b></p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Use student-friendly language to communicate big ideas, essential questions, and/or set the purpose of the lesson.</li> <li>• Communicate the learning intention.</li> </ul> <p><b><u>Whole Group (10 minutes)</u></b></p> <p><b>Goal = Build</b></p> <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Introduce the mini-lesson.</li> <li>• Explain the goal of lesson (apply aspects of workshop procedures, literary concepts, writing skills or writing strategies). Topics may include: writing enticing leads, sequencing, perspective, point of view, use of figurative language, memoir, pacing, sentence variety, stylistic effect of conventions, formal language).</li> <li>• Use mentor texts to share example(s) to illustrate aspect of writers' craft in use.</li> <li>• Provide additional information and/or clarification to enhance understanding and support transfer.</li> <li>• Ask students to discuss with a partner; teacher will listen for understanding.</li> <li>• Help students create a poster and/or record content of lesson in writer's notebook.</li> <li>• Ask students to reflect on their learning and discuss how they will apply the content of the mini lesson in their writing.</li> <li>• Check status of the class: ask students to first think individually then discuss via whole group or partner share.</li> </ul>	<p><b>Best Practices in Writing</b> (Zemelman, Daniels, and Hyde, 2005; Graham, MacArthur, and Fitzgerald (eds.), 2007; MPS and Milwaukee Writing Project, 2008)</p> <ul style="list-style-type: none"> <li>• Writers' Workshop</li> <li>• Writing Process</li> <li>• Writing Strategies</li> <li>• Six Traits of Effective Writing</li> <li>• Authentic Forms</li> <li>• Writing-Reading Connection</li> <li>• Effective Feedback</li> <li>• Teacher as Writer</li> </ul> <p><b>Approaches</b> (Graham and Perin, 2007)</p> <ul style="list-style-type: none"> <li>• Writing Strategies</li> <li>• Summarization</li> <li>• Collaborative Writing</li> <li>• Specific Product Goals</li> <li>• Word Processing</li> <li>• Sentence Combining</li> <li>• Prewriting</li> <li>• Inquiry Activities</li> <li>• Process Writing Approach</li> <li>• Study of Models</li> <li>• Writing for Content Areas</li> </ul> <p><b>Differentiated Instruction During Small Group Instruction</b> (Hall, Strangman, and Meyer; 2003); Differentiation (Tomlinson, 1999)</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Process</li> <li>• Product</li> </ul> <p>• Writing Circles (Vopat, 2009)</p> <p>• Inquiry Circles (Harvey and Daniels, 2009)</p> <p><b>Six Traits of Effective Writing</b> (Spandel, 2009)</p> <p>□ Ideas, Organization, Voice, Word Choice, Sentence Fluency and Variety, and Conventions</p> <p><b>Students in grade six will review and enhance the following skills that writers use</b> (Tomkins, 2010)</p>

### **Small Groups (35 minutes)**

#### **Goal = Reach**

The teacher will:

- Organize and effectively manage classroom environment, including clear communications for transitions.
- Set up writing/language arts work stations designed to practice writers' craft in small, purposefully selected groups.
- Integrate other language arts, including speaking, listening, discussing, using language, creating and evaluating media, and researching into design of activities.
- Integrate other content areas to provide students with context-rich, meaningful language arts experiences.
- Meet with small flexible groups of students who exhibit similar needs.
- Employ guided writing by reviewing structured lesson and supervising as students write.
- Use interactive writing, asking students to share the pen while they apply the focus of the lesson and talk about elements of writers' craft, including conventions.
- Allow time for independent writing. Students write for an extended period of time to practice the craft of writing and to apply the appropriate skills, strategies from modeled writing, mentor texts, and/or mini-lessons.
- Arrange for topics to include a variety of self-selected and assigned. Students will write over different amounts of time and in a variety of genres, written for various purposes and audiences.
- Ensure students incorporate and practice research skills as they write.
- Integrate technology into independent practice time so students can practice their writing skills as they access, plan, draft, and/or publish writing.
- Conference with students. Document progress.
- Provide meaningful, accurate, timely, and specific feedback while rotating among students.

### **Whole Group – Sharing and Reflection (10 minutes)**

#### **Goals = Reconnect and Wrap Up**

The teacher will:

- Gather all members of the class to meet. Revisit the focus of the original lesson. Class will share written pieces and articulate learning in written and oral forms (via formal and information and presentations).
- Integrate listening, speaking, presentation, media, and technology skills into the sharing session.
- Provide appropriate feedback.
- Preview next step in learning.

- ☐ Structuring Skills
- ☐ Mechanical Skills
- ☐ Language Skills
- ☐ Reference Skills
- ☐ Computer Skills

#### **Modes (Cooper, 2003)**

- ☐ Write Aloud [Modeled] Writing
- ☐ Shared Writing
- ☐ Guided Writing
- ☐ Interactive Writing (Tompkins, 2008)
- ☐ Collaborative/Cooperative Writing
- ☐ Independent Writing

#### **Categories of Strategies (Tompkins, 2010)**

- Generating
- Organizing
- Visualizing
- Monitoring
- Playing with Language
- Revising
- Proofreading
- Evaluating

In grades 4 and above students will pay particular attention to the purposeful revision of sentences. Teachers will employ Killgallon's (1998) Four Types of Sentence Composing to help student create increasingly sophisticated and fluent sentences. The four types are:

- ☐ Sentence Unscrambling
- ☐ Sentence Imitating
- ☐ Sentence Combining
- ☐ Sentence Expanding

#### **Writing Process (Graves, 1994)**

- Prewriting
- Drafting
- Revising
- Editing
- Publishing
- Self assessment, goal setting, and use of portfolios (Stires, 1991)

## Available Accommodations and Modifications to Provide Access to the Core Curriculum (\*)

English Language Learners:			Students with Disabilities (per IEP)*
Content Objective(s) Language Objective(s) Key Vocabulary Supplementary Materials			<u>Assistive technology (writing)</u> <ul style="list-style-type: none"> <li>• Adapted writing utensils</li> <li>• Adapted paper</li> <li>• Positioning devices</li> <li>• Hand held dictionary/spell check</li> <li>• Recorders</li> <li>• Portable word processors</li> <li>• Digital graphic organizers</li> <li>• Digital note takers</li> <li>• Adapted/alternative computer hardware</li> <li>• Alternative software</li> <li>• Talking/graphic word processors</li> <li>• Word prediction</li> <li>• Advanced reading/writing supports</li> <li>• Voice recognition</li> <li>• Sound amplification systems</li> </ul>
<u>Preparation</u>	<u>Scaffolding</u>	<u>Grouping Options</u>	
Adaptation of Content	Modeling	Whole class	
Links to Background	Guided practice	Small groups	
Links to Past Learning	Independent practice	Partners	
Strategies incorporated	Comprehensible input	Independent	
<u>Integration of Processes</u>	<u>Application</u>	<u>Assessment</u>	
Reading	Hands-on	Individual	
Writing	Meaningful	Group	
Speaking	Linked to objectives	Written	
Listening	Promotes engagement	Oral	

**\*\*NOT an exhaustive list**